ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002200	N.A.	SC 2787	

4. AUTHOR(S): Diesman, Florence M.

5. TITLE OF DOCUMENT ABSTRACTED: Team Teaching Has Many Form

6. PUBLICATION TITLE: English Journal Nov. 1964

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Washington State U.
ORG.
ST.
CITY, STATE Pullman, Wash.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: English Journal
National Council of Teachers of English
50 South 6th Street, Champaign, Ill.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
53 No.8	617-623	11/64	7

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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COPYRIGHT RELEASE FILED: YES ☒ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR

16. INDEXING TERMS (6-12)

team teaching	schedule modules	high school curriculum	
seminars	laboratories	homogeneous grouping	
teaching facilities	discussion groups	audiovisual aids	
		high school organization	

17. ABSTRACT (MAX. 250 WORDS) Comments are made on various forms of team teaching. At Ferris High School, Spokane, a team of four instructors taught English to 526 sophomores, in lecture groups of about 250 each. The day was divided into 26 15-minute modules. Class lectures, seminars, study periods, laboratories were all composed of various combinations of these modules. Lectures usually lasted 45 minutes, discussions 30 minutes. Every student had a 45-minute writing lab each week. Seminars grouped 14-19 students around a table in a room especially designed for small groups. Student grouping was homogeneous, based on test data, previous achievement, and teacher recommendation. A student was moved to another module when his work improved or the teacher decided he would benefit more from another seminar session. The purpose of the seminar was to apply the materials discussed in the lecture and to plan the student's next writing assignments. World history, geometry, and English were all presented by the team teaching method, lectures, seminars, study sessions, or library work. No bells were rung; teachers dismissed students at the end of their module.

The Broomfield High School in Colorado was constructed for the modulated program. The largest lecture group contained more than 150 students, with a 1 hr. 15 minute module scheduled for science. Special facilities for team teaching were at Lakewood High School in Colorado. Each room was a triad and was used as one room or three by pulling dividers. A "program by choice" at Arvada West High School in Jefferson County, Colorado, was planned to accommodate the various abilities and interests of 800 high school students. Twelve ungraded English courses were offered; each lasted nine weeks.

The chief value of team work is that teachers plan together, formulate specific goals, share achievements, and evaluate successes or failures.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ED002200

English Journal, Vol 53, No. 8, (Nov, 1964)
INSTRUCTIONAL TECHNOLOGY - U.S.C.
2787

Team Teaching Has Many Forms

Florence M. Diesman

After observing teachers in 21 schools with team teaching, the author, caught up in the excitement of this recent development in staff assignment, concludes that a rose is a rose is a rose. Dr. Diesman is an Associate Professor of English, Washington State University at Pullman.

TEAM TEACHING? Just when the term takes on a specific meaning for me, I visit another school where the system is not what I had defined as *team teaching*. Visits to 21 schools, plus much reading, have given me varying concepts of the term "team teaching." But in all these schools, the chief value of team work lies in the fact that teachers are planning together, formulating specific goals, sharing achievements, and then evaluating their failures or successes. All are attempting to improve their instruction. All are enthusiastic about new ideas. And the many students I have observed are more interested in English language and literature than ever before.

For several years, North Central High School in Spokane, Washington, was the school I observed to see inspired programming and teaching. Mrs. Mable McLaughlin, under the principalship of John Rodkey, had gradually organized a team of teachers and a plan for large-group lectures followed by small group seminars and study sessions, despite the fact that North Central High School is a very old building, not at all easily adapted to very large and very small classes. At North Central, for instance, Mrs. McLaughlin lectured to a large group of seniors on the Shakespearean period, on the Globe Theater, or on the general characteristics of Shakespeare's plays. Then the large lecture group broke into small groups that met at various times during the day; discussions were carried on by Mrs. McLaughlin or other members of her team, some of whom were cadets from Washington State University.

Drafted by the new Joel E. Ferris, Jr., High School, Mrs. McLaughlin found herself last year with a team of four instructors to teach English to 526 sophomores (juniors and seniors have been added to the high school this year, but no lecture group is larger than 250). Being able to select the staff and to plan the entire team teaching program, Mrs. McLaughlin organizes her lecture sessions, seminars, and study periods on a 15-minute module basis. The day is divided into 26 15-minute modules. Class lectures, seminars, study periods, and laboratories are all made up of various combinations of these modules. Lectures to the entire group usually last 45 minutes. Discussions of the lecture in the seminars last thirty minutes. A laboratory, for instance, may include as many as six 15-minute modules. During such a period, a film on the novel by Clifton Fadiman, or a film of *The Tale of Two Cities* may be shown, or a recording of *Julius Caesar* can be played while the students follow the play in their textbooks. With excellent stereo, the recordings can be readily understood throughout the auditorium. Every student has a 45-minute writing laboratory each week this year. Also, the listening laboratory has been completed, and some students use it during modules not scheduled for specific lectures or seminars. Joel E. Ferris High School was built especially for team teaching. That the school is

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made up of nine buildings surrounding a beautifully landscaped quadrangle aids in keeping such noisy subjects as band and physical education away from the academic areas.

The last day I was at Ferris, Mrs. McLaughlin was discussing the significance of language with the sophomores whose last written papers had just been returned. On the overhead projector she presented the problems most obvious in their written communication. By many devices she was attempting to show how language is the basic difference between man and animal. She showed the tree of language and used illustrations from Hayakawa's *Language in Thought and Action* to demonstrate the desirable employment of symbols and to warn the students against false statements, which they can correct by listening and by being conscious of the meaning of each symbol. They were taught to examine symbols often used as substitutes for thinking, symbols used by press, radio, and TV to keep men responding simply in a primitive pattern rather than examining intelligently the real significance of what they see and hear.

Seminars

During the thirty-minute seminars led by the four master teachers and assistants, 14 to 19 students sat around a table in rooms especially designed for small groups. The students had been grouped as homogeneously as possible, according to test data, previous achievement, and teacher recommendation. A student may be moved to another module once his work has improved or the teachers decide he would profit more from another seminar section.

Students in the upper groups, who had become quite word conscious, had a bulletin board with words scattered attractively about, ones they themselves had discovered in their reading. For instance, on the board in Mrs. McLaughlin's seminar appeared these words:

chic subtle remedial austere antisocial exult notorious vulnerable precocious antipathy fantasy ballast parapet garrulous

Each word, because it was in large cut-out letters, stood out by itself, and the students added new words as they discovered them. Every day they brought in sentences using these words, sentences from their reading or listening. Eventually they would write a conversation using the words they had added to their vocabularies.

The upper-division seminar discussed the outgrowths of language: ethics, the development of love, the breaking down of superstitions, politics, and even school relationships. All were encouraged to think carefully about the significance of the precious language they had been maltreating.

The seminar on the lowest level of achievement saw the film, "Your Study Skills," in the Coronet Reading Program. In spite of the high economic level of most of these students, even among the sophomores there were poor readers.

The main purpose of the seminar was to apply specifically, the materials discussed in the lecture and to plan what the students' next writing assignment would be. To that point the class had worked mostly on one-paragraph themes, but the last paper had been one of three paragraphs. This meant that, in addition to organization, the group had studied transition words and sentences. Topics came from their reading for English and ones tied in with their study of world history, often correlated with English, such as linking the study of the French Revolution with the novel, *The Tale of Two Cities*.

The sophomores had written papers based on a character from *Julius Caesar*, a poem read, or a comparison of two poems, ideas derived from short stories,

from novels, and from essays discussed by the group. The students all tried to write about a Spokane landmark in the style of Dickens as he described Old Bailey. As Mrs. McLaughlin said of these attempts, "They were quite good—or terrible . . . [but] at least, we don't write about what the daffodil thinks of spring!"

World history, geometry, and English are all presented by the team teaching method, including lectures, seminars, and study sessions with teachers, or library work. No bells ring at Joel E. Ferris High, and students do not watch the clock. The teachers dismiss students at the end of their module, and they move quietly and quickly to their next scheduled lecture or seminar. Some students have honor passes which permit them to go any place they desire when they are free from scheduled work, but these are *honor* passes and once violated can be lifted.

Mrs. McLaughlin believes the English teachers have learned much from their working in modules, though she and her team had concluded that some of the time devoted to large lectures could be more advantageously used for additional seminar discussions. The language laboratory, when finished, will also offer an additional area for listening to plays, or poems, or learning good sentence structure.

Other Modular Plans

Surprisingly, at Broomfield High School, Colorado, I found a school organized on the same modulated plan. There 750 students were beginning the program in a new school. As was the Joel E. Ferris High School, the building itself had been constructed for the modulated program. Principal Richard Lewis and his staff of teachers have organized a carefully planned modulated system for the whole high school curriculum. The largest lecture or laboratory group here includes no more than 150 students. A one-hour and-fifteen minute module is the longest one scheduled, and this is a science laboratory. No computer company has accepted the job of registering these students who have modules which are scattered throughout the day and vary from 15 to 75 minutes. The students, once registered, retain the same weekly program as those in the Joel E. Ferris High School, except as the honor students vary in the ways in which they use the resource materials or their study time. Here again the *honor pass* is granted to responsible students who can be relied upon to use their unscheduled time wisely in conferences, in the library, or in the resource centers.

In Tucson, Arizona, at a high school similarly organized, a student's schedule may be changed every day, depending upon the time the teachers believe should be allotted to a specific area of study. Daily changes involve even more careful planning and communication with the students.

At Lakewood High School, also in Colorado, English department chairman Charles McLain has special facilities for their superior team teaching program. Each room is a triad, which can be used as one room or three by simply pulling the asbestos dividers. Lectures on a subject such as Mark Twain are given to a large group of juniors. Then the lecture group breaks into three sections, according to their abilities. The work of each group is carried on in a modified Diederich (often called Rutgers) plan. For instance, while one small group (14-18) discusses specific writings by Mark Twain, the other part of the original lecture group, separated by an asbestos divider, reads. After the long lecture session, two days of the week are devoted to seminar discussions and two days are spent reading.

Before beginning the shorter works of Mark Twain, Mr. McLain helped the students to analyze *The Adventures of*

Huckleberry Finn, and by close examination he aided them in coming to some conclusions concerning the beliefs and characteristics of Mark Twain. The shorter selections were simply read by the students, and the seminars were used to develop the relationship of this reading to the larger picture of Mark Twain which they had formed. Mr. McLain felt the middle ability group profited most by this type of program. That the average IQ of the eleventh grade he was directing is 114 would indicate the middle group is really of better than average ability.

Mr. McLain, as do the teachers in the other two high schools, relies heavily on paperbacks. He has 1500 in use and desires more. *Romeo and Juliet* and *As You Like It* were dittoed for the sophomores, however, as was much of the material used by the accelerated seniors, who studied first in paperback Gilbert Highet's *Anatomy of Satire* and then applied their findings to selections from many authors whose works were dittoed in part or read aloud by the instructor before being discussed.

In the same schools, students in the "regular" sections of senior English read *Othello, Hamlet, Macbeth, Crime and Punishment, Vanity Fair, Wuthering Heights, The Golden Argosy of Short Stories, The Concise Treasury of Great English and American Poems*, besides doing much writing.

Reports on other books from the reading list took on an enthusiastic form here. During reading seminar, six to nine persons, who had read the same book, wrote a short paper based on questions given to them. Then they gathered in a circle in the hallway to discuss the book. The habit of reading critically had been so deeply instilled in them that they gave no notice to passersby. *The Anatomy of Prose*, which all had read and discussed, aided them in their critical analyses.

The seniors who plan to go on to college select 40 or 50 books from a recommended list and discuss these, one by one or more often two or three together, in a hallway seminar. For instance, a comparison of *Mill on the Floss* and *Washington Square* was the problem for one group. Another was attempting to detect the similarities in *The Pearl* and *The Bridge of San Luis Rey*. Again these seminars are preceded by the writing of a brief paper on the theme each student has found developed by both books. Ideas are always crystallized in writing before the students begin to talk. As a reference book for composition, they use *Elements of Style* by Strunk and White.

With Mr. McLain in charge, the teachers hold weekly planning sessions to evaluate their achievements and to decide what should come next in the larger units. As Chairman of the Department of English, Mr. McLain has appointed a chairman for the teachers of English in each high school grade. These chairmen meet once a week. All share their problems and present suggestions for carrying out the various areas of study.

Unusual Physical Set-Up

Another team is working out a very effective core program at Creighton Junior High School in Jefferson County, Colorado. Their theme is "Cross Country," but it could be "cross usual subject matter divisions." English, history, and science are studied by one group of 90, taught by three teachers. Facilities for teaching here are different, in that the rooms for the three subjects taught together are arranged in a huge square with the front third of that square one rectangular classroom and the other two-thirds directly behind divided into longer, narrower rectangular rooms. A three-foot-high partition of wood between rooms is topped by glass which allows sight of the platform in front but cuts out sound, except that picked up by

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Preparation for the writing of a ballad was the lesson I watched. First the English teacher reminded the combined group of what they had learned in a film entitled "What is Poetry," and she talked specifically about the literary and the folk ballad. Besides reading, they had listened to recordings. Discussion of the differences between the ballad and other poetry went on freely, despite the microphone set-up.

Mrs. C. N. Middleton, the chairman and an English major, discussed poetry and the ballad. She told the group they were each going to write a ballad, but the subject could be from English, science, or history, the three areas covered by the triad. She then turned the discussion over to Charlotte Miller, the science teacher, who followed with an enthusiastic discussion of possible ballad topics in science: the Curies, machine vs. man (machines do not pay union dues, for instance), the price of progress, the *prize* of progress, Pasteur, the sun (early ideas and their development to present knowledge), John Glenn, J. D. Watson, DNA, Albert Einstein, unending quest, interchangeableness of energy, an explorer or scientist. Members of the class added other topics they might like to use or hear used in a ballad. While Miss Miller was on the platform, Mrs. Middleton moved to the room where Miss Miller had stood at the opening of the hour.

The Texas cowboy, the steel industry, the worker in mass production, the Gold Rush, up the trail (the bunk house, the camp fire, the long cattle drives), the lost gold mine, Unsinkable Molly Brown, the sod buster and his soddy, transportation, and many other aspects of history were suggested by Mrs. Ron Spanswich, who teaches history.

These ninety students, especially selected for their excellent ability in all areas, are involved in this experiment—which the teachers insist their project is. The three teachers move from classroom to classroom for specific teaching of their major subjects, usually for a week at a time. Then after careful planning, teachers and pupils come together for a "Cross Country" project, such as the ballad. All papers for any of the three classes are graded both by the teacher of history or science who gives the assignment and also by Mrs. Middleton.

Team teaching is also carried on at Creighton in ninth grade mathematics. Of these 90 students, sixty are doing extra work, not for grades but because they have become interested in some project. All tests are essay, relating the work in such a way that the teachers know the students understand what they are doing. All this means hours of planning by the team teachers—and much grading of papers, because all papers are graded by at least two teachers.

Arvada West High School, in Jefferson County, Colorado, does not call its English program team teaching, but the teachers are a closely knit team with a printed statement of their purposes. "Program by Choice," the term they use, is planned to accommodate the various abilities and interests of 800 high school students. There are 12 ungraded English courses, each lasting nine weeks. A student must take at least nine of these courses to graduate: novel, modern drama, short story, modern poetry, Shakespeare, composition and grammar, creative writing, survey of English litera-

ture and mythology. Of these, creative writing may be repeated. In each area the group often writes one-paragraph statements about what they have learned from their reading in answer to a problem given by the seminar teacher. These are written primarily to check on how carefully the students read, but they are graded for clarity of expression and style, too.

Every course has as its first aim: "Reading, writing, and thinking are basic to an appreciation and effective use of the English language. Tied inseparably with these are speaking and listening." Included also in their printed purpose is this statement: "The skills of writing and correct usage will not be slighted in any section. Nor will they be taught in isolation from the student's own writing." In the school's "Important Message to Parents" is this statement: "The focus of instruction in composition should always be on the communication of ideas. Literature which provokes thinking is the most valuable tool of the writing teacher."

Large-group instruction (sometimes as many as 80 or 90 students) is conducted in classes with related subject matter (five classes meet at the same time), but small seminars of 12-20 students occupy two days a week, with those not in a seminar assigned to reading rooms. For instance, Shakespeare with 32 students and composition with 23 are scheduled at the same time, and these classes hold at least one weekly lecture together. Large-group discussions including both classes and often other classes are planned when advantageous to teachers and students. For the other two days, the students are involved in assigned or self-chosen readings.

Classes are arranged so that at least two teachers are in charge of a large group, but working together they must decide which one will lecture, when seminars will be scheduled, and when reading periods will be held. With reduced pupil and paper loads, these teachers have time for weekly planning meetings in which they can discuss their studies in depth which they feel are preferable to a general survey course. Ideas are the core of the literature they present as well as of the composition program. They have time for individual instruction, and they can include also an "Independent Study Program." Each month a stimulating work of fiction or non-fiction is analyzed by the students with a teacher acting as moderator. Also one hour each week large group gatherings are held for films, lectures, demonstrations, and discussions related to some area of English.

To be sure that all have an opportunity to receive direct teaching in composition, each student writes a monthly composition. The student's name does not appear on his paper, simply a number given him by the "English Team secretary." The paper is graded anonymously by any of the twelve teachers. Teacher conferences about the papers help point the way of the team in their instruction. Each teacher, then, is teaching the area in literature he prefers, but he is also teaching composition—short selections and longer written discourses.

Sitting in on a weekly planning session of this group convinces the outsider that, though they call their English offering "Program by Choice," they are doing team teaching; the group is accurate when they call their secretary "English *Team* Secretary," for these twelve persons plus Mr. Caton, the administrative intern in charge of the group, form a real team for teaching literature and writing.

Lay readers do part of the grading in all of these schools, usually half of the papers, with the teachers themselves doing the other half. Requirements for these lay readers are high: they must be college graduates with a major in English and with teaching experience in the secondary schools.

Conclusions

Among the many high schools I visited, these were outstanding in their team approach: all recognized varying levels of ability and interest and were attempting together to meet the needs of students, some by ability grouping and others through program by choice.

In these schools—and I must admit I attempted to visit those recommended as the best—students are being lifted in knowledge and thought and in writing achievement. At the heart of this increase in interest in every aspect of English is always the well-educated, enthusiastic teacher whether he is 22 or 65. Competence is not granted to one age alone.

With new ideas in teaching, with lighter pupil and paper loads, with recognition of English as a worthwhile subject, perhaps more college students can be encouraged to become teachers of English. But anyone who wishes to be a satisfactory English teacher today will need to be well grounded in mythology, *The Aeneid*, *The Iliad*, all of Shakespeare's plays (some high schools teach 12), Henry James, Dante, Steinbeck, Hardy, Chekhov, Koestler, Dickens, Robert Penn Warren, Orwell, Faulkner, Euripides, Sophocles, Harper Lee, Mark Twain, Thoreau, Dostoevsky, Melville, the *Bible*, Thornton Wilder, Shaw, Ibsen, Cervantes, Moliére, John F. Kennedy, Salinger, Hersey, Hawthorne, Burdick, Shirer, Galsworthy, Michener, Goethe, as well as other authors usually found in anthologies or placed on reading lists. These are haphazardly enumerated because it was thus they came to my attention as parts of high school English curriculums. And this teacher must also know how to answer questions concerning facts and concerning style. Students are reading, and they are asking questions!

A superficial knowledge of formal grammar and a few courses in English literature no longer suffice for the teacher who would lead American youth in their search for ideas and the best techniques for presenting what they have learned or what they believe. Young people in high schools are thinking; they need guidance in reading, and, above all, guidance in conveying their ideas in a forceful style.

Training for Research Writing

(Continued from page 613)

submitted.

Research Method Not Paper

There are many ways of cultivating good research habits; these cannot be taught in a single long senior paper. True research methods should be taught early in high school or even before. Research aims should not be overly concerned with footnoting and making bibliographies in the early stages (though these might well be taught gradually as separate exercises). Instead, research training should attempt to develop (1) the student's powers of discrimination along with the acquisition and application of knowledge; (2) the power to relate through comparison and contrast; (3) the power to make something new from given material—if only the newness that is achieved in a personally effective organization of evidence on a not at all new idea. Finally, this training should contribute the will and ability to produce with technical accuracy, whatever is written, since standards for true growth, scientific and spiritual, do not tolerate the imperfect effort.